

C  
N 819 H  
1893

Suppl 1893  
Vol. 19

FIRST ANNUAL CATALOGUE

— OF —

# NORTHWEST MISSOURI COLLEGE,

M. E. CHURCH, SOUTH,

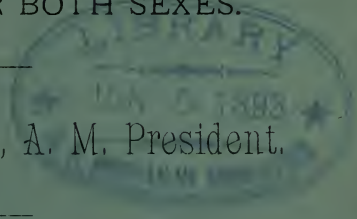
ALBANY, GENTRY COUNTY, MO.

A COLLEGE FOR BOTH SEXES.

W. H. PRITCHETT, A. M. President.

1893.

*Esse Quam Videri Malim.*





# FIRST ANNUAL CATALOGUE

— OF —

## Northwest Missouri College

M. E. CHURCH, SOUTH,

ALBANY, GENTRY COUNTY, MO.

---

A COLLEGE FOR BOTH SEXES.

---

W. H. PRITCHETT, A. M. President.

---

1893.

---

*Esse Quam Videri Malim.*

# FACULTY.

---

W. H. PRITCHETT, A. M., PRESIDENT.

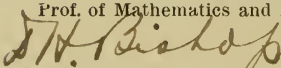
(*Central College*),

Prof. of Mental and Natural Science and Language.

C. Y. JARED,

(*Vanderbilt University*),

Prof. of Mathematics and Military Drill.

\* 

Prof. of Business and Normal Course and English.

M. H. RECTOR,

(*Rochester and Boston Conservatory*),

Prof. of Music and Art.

MRS. W. H. PRITCHETT,

(*Howard College*),

Principal in Preparatory School.

Miss JENNIE WHITELEY,

Principal in Primary School.

*Assistants in Languages, English and Music are being employed.*

\* To be supplied.

N. B.—Other Teachers to be secured as occasion demands.

*Members of graduating classes will be required to assist in class work.*

---

## BOARD OF CURATORS.

---

REV. W. E. DOCKERY, *President.*

F. M. SEIZER, *Vice-President.*

C. E. REID, *Secretary.*

H. DEPRIEST, *Treasurer.*

REV. J. A. WAILES, *Financial Agent.*

W. T. LUNSFORD.

DR. S. G. WELLER.

G. D. EWING.

DR. F. N. BURGIN.

S. T. BROSIUS.

W. M. PARMAN.

T. B. SCHAEFFER.

J. M. POAGE.

Regular meetings first and third Friday nights in each month.

# College Historical Notes.

---

For some time previous to the beginning of the school movement in Albany there had been a feeling among the members of the Methodist Episcopal Church, South, in the Gallatin District, that their church ought to have a high school or college located at some point in the District, or in Northwest Missouri, and at the District Conference held in Albany, May 29th and 30th, 1891, the matter was casually mentioned by one or two visitors.

In its issue of June 12, 1891, the ALBANY ADVOCATE printed a brief paragraph in which it suggested that Albany needed better school facilities—a high school or college in which pupils might receive more thorough training than was possible in the public schools. After the paper was issued the editors learned for the first time something of the school talk among members of the church named, and in its issue of June 26, 1891, the ADVOCATE published a lengthy article, written by the editors, calling attention to the need of a college under the care and direction of the M. E. Church, South, and strongly urged the citizens to take steps to secure such an institution at Albany.

Dr. G. W. Stapleton, an old citizen and retired physician, became interested in the matter from reading the article, and made an offer to donate to the proposed enterprise a tract of land in the southeast part of town. Others became interested, and a call was issued for a public meeting, which was held in the court house on Monday night, July 13th, 1891, the room being filled with both ladies and gentlemen. Mr. R. M. McCammon was chosen chairman and C. E. Reid secretary. Addresses were made by Hon. J. W. Witten, Rev. G. M. Gibson, Elder H. W. B. Myrick, Elder S. R. Dillon and others, and a committee of fifteen business men was appointed to consider means for prosecuting the work.



This committee, after considering the matter, recommended that subscription papers be opened, and accordingly papers were prepared, solicitors appointed and the work pushed with such vigor that at the session of the Missouri Conference, held at Maryville in September, 1891, Rev. G. M. Gibson, the pastor, reported that more than \$10,000 had been subscribed by the people of Albany and vicinity toward forming a fund for the establishment of a college in that city, to be owned and controlled by the M. E. Church, South. The approval of the annual conference was given to the movement, and at the quarterly conference of Albany Station, held in the church in Albany, October 3, 1891, Rev. J. A. Wailes, the pastor, submitted a series of resolutions providing for the acceptance of the gift of the citizens, and providing for the appointment of a board of trustees or curators to take charge of the property, for a building committee to have charge of the erection of buildings; and for a committee to choose a site.

Pursuant to the resolutions of the Quarterly Conference, the locating committee met in Albany on Friday, October 16, 1891, and after viewing all the sites offered, and considering all offers and conditions, accepted the proposition made by a company of business men, now known as the "Albany Land and Improvement Co.," which proposition included a site of nine acres of land, one fourth of a mile east of the town proper, on a beautiful elevation, commanding a good view of the surrounding country; also subscriptions of money aggregating \$2,050, and 25 per cent. of the proceeds of the sales of lots in an addition to the town to be laid off and platted by the said Improvement Company; said 25 per cent. to be given on all lots sold within one year.

On the 23d of October, 1891, the board of trustees named in the resolutions, or a majority of them, met in Albany and organized by electing proper officers, and at a meeting held December 1, 1891, the proposition and offer made by the Land Company, and the report of the committee on location were read, and the report of the committee was unanimously approved. It was decided that the school should be known as the Northwest Missouri College of the M. E. Church, South.

At the December term, 1891, of the circuit court of Gentry county, the association or board of trustees or curators was incorporated under the name of "The Northwest Missouri College Association."

At the District Conference held in Jamesport, Mo., March 10 and 11, 1892, the committee on education in its report recited among other things, the facts as herein stated, and recommended that the District Conference accept the gift tendered by the citizens of Albany and vicinity; that it indorse the action of all committees in the matter, and that it pledge its aid and support to the school to be established, all of which was unanimously adopted.

The building committee appointed by the Quarterly Conference met in Albany and organized in due form, and acting under instructions from

the board of trustees proceeded with the work of securing plans for a school building, and the plans secured by them were, on March 14, 1892, submitted to the board of trustees, and by them approved, and the plans receiving the finishing touches from the architects, within ten days the committee advertised for bids for the erection of the building.

The new addition to the town spoken of has been platted and the city limits have been extended to include it. The whole, containing more than one hundred acres, has been surveyed and marked off in town lots, and already a large number of lots have been sold in what is well known as College Hill Addition.

The building now being erected will consist of basement, first and second stories and attic, practically a four story building, and will contain in all about twenty rooms. The walls will be of pressed brick and the roof of slate. The size of the building is 84x125 feet, the chapel, or study hall, being a grand room 43x81 feet inside. Through the building from the west entrance to the chapel door is a wide corridor, and from the south entrance another wide corridor extends to the main corridor and directly to the stairway. The library will be on the right of the south entrance and the president's office on the left. The building fronts south and west and occupies the highest point of ground on a fine campus of nine acres. The plans are the result of much study and consultation on the part of the committee, and the committee acknowledges obligations to several gentlemen of experience for valuable suggestions. And in this connection the labors of Mr. S. F. Peery, Dr. G. W. Doyle and Mr. C. E. Reid, members of the building committee, have been especially commendable. They constitute a sub-committee who have direct charge of the work, and they have been untiring in their efforts to make it a complete success.

Early in May, 1892, the board and its agent, Rev. J. A. Wailes, began to look for a man to take charge of this new institution. There were several applicants, but the board placed itself in communication with Prof. W. H. Pritchett, A. M., then president of Paynesville Pritchett Institute, though he had never so much as signified his willingness to leave his private school with which he had been connected for several years. The board considered him the man for the place if arrangements satisfactory to him could be made. They elected him and notified him accordingly. He visited Albany June 22d, and lectured that night to a fine audience, and the next day, June 23d, accepted the trust the church had signified its desire to commit to his hands.

Inasmuch as it was found impossible for the newly elected president to assume charge before January, 1893, and as the buildings would not be completed before near the end of the year 1892, it was decided to open the college January, 1893.

The corner stone laying, August 2d, 1892, was an event long to be cherished and remembered by the church, community, citizens and the visiting lodges and friends.

The foregoing is a brief outline of the history of the college. In January it will begin to write its own history in the lives and characters of those placed within its walls. We devoutly pray the allwise Creator that the work may be grandly done. We begin with a fervent desire to benefit humanity, and especially our church in Northwest Missouri, and pray God's direction in planning and executing. We ask the prayers of the church, the patronage of the citizens of Albany, of Gentry county, of Gallatin District, and all the northwest. A college is not built in a day, nor in a year, but it may be only in decades by honest, faithful, thorough work.

---

## LOCATION.

Albany, the city in which the Northwest Missouri College is located, is the county seat of Gentry county. It has long been a substantial, prosperous and solid town, but in the last year or so it has taken on new life and vigor. Few towns of its size have as much wealth and activity or as little undue ostentation. Its prospects for future development are very bright, and no city offers better inducements to those seeking a good business location, or better facilities to those seeking splendid educational advantages. This city is only fifty miles northeast of St. Joseph, being a ride of an hour and a half. Being on the Chariton Branch of the Chicago, Burlington & Quincy Railroad, and connected with the Wabash Railroad by daily stage to Evona Station,  $3\frac{1}{2}$  miles away, as well as with the "Burlington" trains at Darlington, five miles distant, Albany is afforded excellent shipping and traveling facilities for quick communication with such leading cities of the Northwest as Kansas City, St. Joseph, St. Louis, Chicago and Omaha, as well as with intermediate points and the entire northern part of Missouri. We do not covet the patronage of all the states; it is only of our own commonwealth, and especially of the northern part, and more especially of the part covered by the St. Joseph and Gallatin Districts.

We are fully confident that our church alone (not to speak of patronage that will naturally come from other churches) in this territory is able and willing to support a school, the matriculation of which shall within three years be greater than that of any school or college in this State under the control of one church.

Albany has been selected as the location of the NORTHWEST MISSOURI COLLEGE, because it is not only the center of this great northwest terri-



tory, but also because of its ready accessibility from all parts of that territory which, in the past, has been so little reached by our church schools in other parts of the State. Albany has neither the disadvantages of a large city nor of a small town. Its population is about 2,000 of as orderly, thrifty and enterprising people as can be found in the state. Churches are supported here by both branches of the Methodist and Presbyterian denominations, as well as by the Baptist and Christian. One of the handsomest court houses and one of the best public school buildings in the state ornament the town. Two good banks, an opera house, three hotels, three newspapers, new electric light system, a flouring mill, a foundry, a number of good business blocks, many beautiful residences, charter for water works, the two new splendid college buildings, the large number of private residences in process of erection, are but a part of the substantial proofs of the enterprise and liberality of the people. The Building and Loan Association, and the Land Improvement Company, enable the town to offer additional inducements to the home seeker, be he rich or poor, by enabling the laborer of limited means as well as the capitalist to build homes to their liking and enjoy the blessings of unsurpassed educational advantages.

Albany was incorporated in 1851; hence is an old town with new life. It is in the midst of a region unsurpassed for grain and stock raising. It has at its door water and timber in abundance. We invite our church people, as well as others, who are seeking a new place, to locate here and enjoy all the advantages we have to offer. The climate of this part of the state is mild and healthy and the country consists principally of prairies which are well watered by Grand River and its tributaries. There are some very desirable lots in College Hill Addition still at the disposal of our College Agent. Will not our church see to it that advantage is taken of the liberal offer of the Land Improvement Company to give the College 25 per cent. of the sale of these lots? The duration of this offer is limited, and it certainly seems that now is the time to help the College and yourself by purchasing some of the lots in College Hill Addition.

The College campus is on the crest of College Hill Addition and consists of nine acres of ground which rolls gradually from the center to all directions. It certainly is by nature one of the most eligible places we have ever seen for the purpose for which it has been selected. The roomy and commodious building upon it will, from its towers, enable the beholder to look away for twenty miles over one of the prettiest stretches of country upon which the eye could feast. This College building is erected at a cost of over \$20,000—not including the furniture, heating and lighting apparatus, grounds, outbuildings, fences and other improvements, and may well be called the pride of Northwest Missouri Methodism. It is thitherward that the affections and eyes and steps of the patronizing church will be directed as her children are being here educated for her.

Space fails us to further describe here this church property, except to say that the campus is surrounded on all sides by streets eighty feet broad. The campus in the spring will be adorned with trees of all kinds. The College will be heated and lighted in the latest and most improved style. It will be furnished with every needed appliance and all kinds of apparatus needed for full college work. It already has quite an extensive furniture in the line of apparatus.

We do not state a word in our catalogue in regard to any of these matters which we cannot fully substantiate, and we leave much unsaid that might very truthfully be asserted, but we desire that our ministers all over Northwest Missouri visit us and see for themselves, and then that they go to their charges and send us the children to educate.

---

## SPECIAL OFFERS.

1. TO CHILDREN OF MINISTERS. We will give *free tuition* in college classes to children of all ministers of any denomination, if their children take art or music at the prices for those branches; *half tuition* will be charged where art nor music is taken.

2. TO MINISTERS. We will present a free scholarship in *music* or *art* to any minister who may secure for the College three music or art pupils, who pay the regular tuition in those branches or in the College classes.

3. TO MINISTERIAL STUDENTS. To young men of the M. E. Church, South, who are studying for the ministry, we give absolutely *free tuition*, provided they are recommended to the President by the proper conference, and on condition they constantly take an active interest in church work while in our midst, give proper attention to all organizations and institutions of the church, and are instant in making the College favorably known.

4. TO THE BOARD OF CURATORS. Free tuition will be given to one pupil whose financial circumstances are such that attendance upon the college would be impossible under other arrangements. Said pupil must be able to enter at least the Preparatory or Sub Freshman year, and be of good mental ability and moral character, and receive the majority vote of the Board and bear to the college President the written indorsement of the Chairman and Secretary of the Board.

5. TO THE PUBLIC SCHOOLS OF GENTRY COUNTY. Being desirous of securing the best interests of the good citizens of the county with whom we have cast our lot, we offer free tuition to one pupil of every

public school in the county. This offer extends at present only during the spring term, which begins in January, 1893. The conditions are as follows :

The head teacher in every public school shall keep a careful grade of the pupils of the school during the term beginning in the fall of 1892. These grades will be kept till the said school closes for the Christmas vacation, 1892. Attendance, deportment and recitation shall be the three points upon which grades will be given. The average on these points must be 80 per cent. or over. The name of teacher and school and prize pupil, with grade, will be reported to the President of Northwest Missouri College by January 3d, 1893, and if said pupil enters the college within one week the above name of teacher, school, pupil and grade will be entered in our next catalogue on its roll of honor, and the pupil entered as a college matriculate free of expense, except the matriculation fee of \$2.00, for the term ending May 31st, 1893. We are confident that no such offer as this has ever been made in the state before. We are also assured that the preceding five offers are of such a liberal nature that not a worthy student in Gallatin district can honestly say that no chance has been afforded for an education. We cannot positively assert how long these offers will stand, but probably as long as we see an anxiety on the part of the church, schools and people to take advantage of them. We come here to do the greatest good to the greatest number, and, God helping us, we will do our whole duty in the premises. We hope and expect to be encouraged in our efforts along these lines. We know the friends of the college and church will reciprocate our good intentions and work for our success.

---

## THE BIBLE.

While cultivating the intellect, we would not neglect the morals of our pupils, but would direct the spirit to a higher life and destiny. Hence the Bible in our school is always an open text book. We always open the day's duties in the school room by reading in concert a portion of Scripture, which is followed by songs and prayer. Not only should the physical and mental be cultivated, but above all should the moral nature of the pupil be developed by his instructors. The teachers take their regular days in the conduct of these chapel exercises. We profess to make Christianity the foundation of every science and all teaching. We teach that the foundation and culmination of all knowledge is to know and reverence the Originator of everything and all science. Besides the Evidences of Christianity and Moral Philosophy classes, we shall organize a class in *White's Bible Studies*, and pupils will be expected to attend Sunday School in the churches of the town, and pursue a study of the International Lessons.

# **CALANDAR OF 1893 FOR 9 SCHOOL MONTHS.**

JANUARY.							APRIL.							OCTOBER.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
1	2	3	4	5	6	7							1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	31					23	24	25	26	27	28	29	29	30	31				
							30													
FEBRUARY.							MAY.							NOVEMBER.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
			1	2	3	4		1	2	3	4	5	6				1	2	3	4
5	6	7	8	9	10	11	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28					28	29	30	31				26	27	28	29	30		
MARCH.							SEPTEMBER.							DECEMBER.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
			1	2	3	4						1	2						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30	24	25	26	27	28	29	30
														31						

## **THE CURRICULUM**

of this institution purports to begin at the fundamental principles of an education and to extend through a practical business and literary course, esteeming the lowest of equal importance with the highest.

## PRIMARY DEPARTMENT.

If special care is taken anywhere it is in the fundamentals, knowing, as we do, that a defective foundation must make an insecure structure, no matter what care is bestowed otherwise.

We deprecate the theory that primary and preparatory teaching may be done ANYWHERE and by ANYBODY ; and lay STRESS ON UNIFORMITY in instruction from first to last. We largely prefer INTRODUCING to the fundamentals of learning those whom we are expected to guide through its more advanced stages. Our subsequent work is then much more satisfactory.

Faithful and full instruction, therefore, will be given in the elementary branches of writing, geography, arithmetic, spelling and reading. Parents may rest assured that the watchful care of experienced teachers will be given even the smallest children.

We think that the proper instruction of the very youthful minds is not only the most difficult but also the most important work in which a teacher can engage. Here, then, is where every school president should exercise special care in the employment of his teachers. He is but conserving his own and the child's best interests in so doing. Patience and adaptability are not only VIRTUES, but with us NECESSITIES in a teacher before we can afford to employ one for our work, especially in the primary or preparatory departments. The teachers in our other departments are also all specialists, and of several years' experience, having taught several years in their respective departments and made good records in them.

I need not introduce to the people of Albany the teacher employed for the *Primary Department*. To others, I may state that she has the very best recommendations from many sources, and has made an excellent record in her department. She was selected in the light of what I have just said of the special qualities of a primary teacher. We doubt not that many will be glad to patronize the college in this department largely because we have chosen Miss JENNIE WHITELEY, from the numerous applicants, to take charge of it. The charges in this department are purposely placed so light that no parent can excuse himself that he, from a lack of funds, cannot take advantage of the *College*.

## PREPARATORY DEPARTMENT.

MRS. ALICE PRITCHETT, the President's wife, who has been for years teaching specially in this department, will assume control of such pupils as have become fitted to emerge from primary into a higher list of classes. Circumstances forbid that I should say more of Mrs. Pritchett than that I consider her pre-eminently successful with her classes. With her experience and special adaptability, together with a good college education and perfectness in all branches of higher education and art,



she will be able to interest and instruct to the best advantage all the boys and girls who are fortunate enough to enter her classes.

By reference to Course of Study of previous pages, it will be noticed that there are five years given to college classes proper. *Mathematics* are taught through all these years. Our patrons will find as much in this branch as is ever used for completing any college course. A separate certificate will be given to those who complete the entire school of Mathematics, provided an average advancement is made in other studies. By this we do not mean a diploma for mathematics.

PROF. C. Y. JARED, who was first educated at some of the best institutions in Missouri, and then at Vanderbilt University, and who has been teaching his chosen branch with marked success for some years, will devote the best efforts of a young and vigorous manhood to instruction in the School of Mathematics. The theoretical and practical in Arithmetic, Algebra, Geometry, Trigonometry, Astronomy, Book Keeping, Surveying, Analytics and Calculus will be persistently taught.

### LANGUAGES.

This school comprises Latin, Greek, French and German. Instruction in them will be according to the latest and best methods. Great attention is given to proper pronunciation, written composition work sight reading, colloquialisms, comparative German, &c. Thoroughness is absolutely necessary. The kind, rather than the amount, is our motto. We propose to rank with the best in this department. Space forbids further remarks here.

The President will have charge of the school of *Mental, Moral and Natural Science*. In these will be studied Political Economy, Logic, Mental Philosophy, Pedagogy, Evidences of Christianity, Moral Philosophy, Physiology, Physical Geography, Physics, Chemistry, Botany, Zoology and Geology. Lectures, charts, apparatus, specimens, together with comparison with the best specialists' writings on these several subjects, will be the method of instruction in these schools.

The *English Literature* school will comprise English Grammar, English Composition, Rhetoric, Elocution, History, Bible, English Literature, Civil Government, Shakespeare and Commercial Law

### ART SCHOOL.—PROF. RECTOR.

This department will be under the supervision of an artist of repute, and one whose work in past years is well known to the President. Without undue compliment to Prof. Rector, we will state his work is first-class and unexcelled. This is an important branch of the education of to-day. It is not intended merely for those who expect to be artists, or for those who have special talent. It is for the development and aid of

all the faculties of any pupil, whether he have talent or not. Instructions in oil and water color, crayon work, china decoration, pencil work and drawing, crayoning from objects and object groups, out door sketching from nature, and from leaves, fruits and flowers in the art room, will be taught. Painting from studies and fruits, flowers and still life is a part of the course. Independence as a creator, rather than the slavishness of a copyist, is urged.

Certificates of proficiency will be granted pupils of two years' work, where the work has been satisfactory.

Lessons in perspective, technical instructions in art, composition and criticism are parts of the advanced course.

Art receptions will be given twice during the school year; and an art display probably oftener, in connection with a musical or quarterly rhetorical.

The art and music schools will be important parts of the college training.

---

## APPARATUS AND CABINETS.

The Sciences are supplemented by complements of Philosophical, Astronomical and Chemical Apparatus. These are of the latest approved models, and are used in connection with lectures upon the various topics. There are also two full sets of the best Physiological Charts, illustrating the different systems of the human body; Mathematical Apparatus, and a fair collection of Geological, Zoological, Mineral and Fossil Specimens, together with a set of the world wide-known Henslow's Botanical Charts; besides Microscopes, Air and Water Pumps, Barometers, Geissler Tubes, Test Tubes, Induction Coils, Magnets, Spirit Lamps, etc., etc. The President takes charge of the Natural Science departments, and will fit up his room specially with a view to the performance of experiments and the illustration of all natural laws and phenomena. The apparatus is largely personal property, but will become College property whenever the church is actually at work to add to the above list.

Our motto in these most delightful branches of knowledge is: "Read nature in the language of experiment." To use the words of a famous scientist, "We urge our pupils to look and learn." We conduct the study of the positive sciences, begun in the Preparatory Department, in such a manner as to bring the student into a more careful and accurate acquaintance with nature and the laws of nature. A spirit of inquiry and investigation is encouraged by every legitimate means. Text-books are used to aid in classifying and mapping out information on the sub-

ject in hand so as to secure a comprehensive view of the whole and the axioms of the science ; then the natural object, so far as possible, becomes the subject of observation and thought. Indeed, without egotism and yet with pride, we think we can safely assert that we have facilities unequaled in this part of the country for instruction in ALL the experimental sciences, and are able to appeal to ear and eye and other organs of sense as no other of the many good institutions of this part of our state can. We shall, year by year, add to our facilities in this line. We propose to raise the standard of teaching in this as well as in all other departments. During the year other Cyclopedias, Charts, many Zoological Specimens, numbers of books, etc., will be added. We also shall keep in the College a library of the newest and best text-books, collected for reference on subjects taught. There will be hundreds of these books; also Cyclopedias and books on subjects of special scientific discussion.

---

## **EXERCISES AND DRILLS.**

Every pupil in school is supposed to be here for the sole purpose of getting all the good possible from his or her connection with the College, and to this end we require each pupil to pursue at least four full studies and not more than six, unless expressly excused by the President after consulting with other members of the Faculty. The reasons for this we need not urge. But, in addition to these regular studies, we require that every student in school shall spell and write, and, wherever possible, read once a day. For this purpose the school is divided into at least four sections and each section occupies fifteen minutes just after the noon recess in spelling in blank books a fixed number of words given out from the dictionary. These are exercises which we consider of vital importance in the make-up of a good scholar. Hence we make them binding upon large as well as small. There is an urgent demand for better readers, writers and spellers. We desire to help furnish a better supply.

---

## **ELOCUTION DRILLS.**

In most schools an extra fee is demanded for instruction in Elocution. We make no such extra charge, yet every student, male or female, is put through a thorough drill which will enable our pupils to make their knowledge a part of the very warp and woof of their being. We indeed desire to enable them to enter in the full possession of what they but partially know, stimulating them to open mind and heart to the concep-

tion and love of universal nature, and read God's thoughts written in His symbolic language in the animal, vegetable and mineral world. Much weakness of expression arises not from a lack of the power of expression, but rather from a vague conception and imperfect assimilation of his knowledge, for whenever one is fully and properly possessed of his subject, the manner of expression gives no trouble. The most perfect mind and the best thoughts are usually found in a healthy body. Hence we have made provision for a series of military drill for the young men, and a calisthenic drill for the girls and young ladies. These will be taken advantage of in elocutionary and oratorical drills. The voice will be trained as well, however, as the body, as a means of expression; and, in this, such breathing, vocal and bodily exercises will be given as, incidentally, will have a tendency to secure the perfect general health of our pupils. This phase of drill is too sadly neglected in these days, when the student is encouraged and urged to rush through the mental course at the fearful expense of the body. Thus, we couple the mental with the physical drill and training. Not only do we develop the natural powers of the student, but we superintend his practice in obtaining skill in the employment of these powers, in reading, recitation, impersonation, written expression and extempore speaking.

We have found by experience that in all these drills we cultivate intellectual freedom, thought, conception, imagination, discipline, thought-concentration, the emotional part of mind, the aesthetic taste, as well as his volitional being. He who would control others must control himself, and hence the need of the constant and active training to keep the entire being in proper subjection to the will. The powers of mind, heart and body, must be trained to obey, and the will must be trained to command. We cannot well give to others what we do not possess ourselves. The object of schools should be to make men and women useful. The most useful man or woman is the one who gives to others the most truth. These are our reasons for placing so much stress upon elocution drills. The contests in rehearsal, declamation, oratory, essay, and our quarterly rhetorical and musicales, will afford opportunities for the display of progress along these lines.

Elocution drills will be given every Friday afternoon in order to accustom the pupils to express themselves in good language and in a commendable manner. These drills consist of voice culture, recitations, declamations, rehearsals and composition exercises. These are required of all the students in the order of classes. Each teacher is required to take charge of a section of pupils for the express purpose of instructing them in Elocution and Composition. The sections will meet in joint session at stated times, and a Public Rhetorical will be held about every two months. Pupils are trained from the first to conduct themselves easily before even crowded audiences. If possible, it is desirable during the coming year to establish an annual contest in elocution between



pupils of neighboring institutions doing work similar to our own. Literary Societies will be organized and good halls given up to be furnished by the members.

---

## METHODS OF INSTRUCTION.

The students will always be encouraged to a thorough investigation of every subject for themselves. They are urged to compare their text books with all other sources of information or with other texts. We aim to impress on our pupils to think for themselves at all times, no matter what may be their respect for the opinions of teachers or texts. We spend much time in review work and examination.

The teachers here will not confine themselves to set text books. Indeed a large part of the instruction in all the classes is to be given by lectures. The kind of teaching is varied to adapt the instruction to the character of the pupils taught. Each subject is carefully investigated, and when completed the student is always required to pass a searching and rigid examination upon the work in it. NO student above the Preparatory is allowed to be promoted to a higher class until the grade of AT LEAST 75 per cent. has been reached. That grade is made up of the sessional grade and the final written examinations on the sessional work. It is thus only that we can manage to sustain our thoroughness in what we profess to teach. Parents and patrons are always welcome to our school rooms. Indeed we shall take it as a favor and as showing an interest in the welfare of those thus placed in our care if those interested will visit us often during the session. It is a good sign on the part of the parent, and affords untold encouragement to the pupil and satisfaction and pleasure to the teachers. Of all things, we try to impress on the minds of our pupils that THOROUGHNESS IS ALL IMPORTANT. Each teacher must keep a faithful daily record of the pupil's proficiency in recitation, and this record gives the sessional standing of the student. Constant work and worth must win with us; and hence at the close of each study the pupil is given a rigid written examination, and this examination grade, combined with the sessional grade, affords a final grade which determines whether the student ceases that study and is advanced, or not. All applicants for honors and diplomas must present a general average of 75 per cent. or over. Teachers are glad to afford personal aid at any time, and pupils are encouraged to seek such aid. This is one of the points where our institution has such an advantage over larger institutions. It counts for much, too.



## COURSE OF STUDY.

## FALL TERM.

## PRIMARY DEPARTMENT.

## SPRING TERM

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. Reading (1st, 2d & 3d Readers.) | 1. Geography (Primary).          |
| 2. Spelling (Oral).                | 2. Writing (Blackboard & Pencil) |
| 3. Arithmetic (Oral—Primary).      | 3. Primary Drawing.              |
| 4. Calisthenics.                   | 4. Calisthenics.                 |

Two years should be spent in this department.

### PREPARATORY DEPARTMENT.

- |                                     |  |
|-------------------------------------|--|
| 1. Reading (4th, 5th & 6th Readers) | 1. Geography (Preparatory); Map Drawing. |
| 2. Spelling (spelling book).        | 2. Writing (copy books from 1 to 6)      |
| 3. Arithmetic (Mental & Written).   | 3. History (U. S. Preparatory).          |
| 4. Composition.                     | 4. Grammar.                              |
| 5. Calisthenics.                    | 5. Calisthenics.                         |

Two years are often required to complete this department. This depends upon the industry and advancement of the pupil

### THE COLLEGIATE COURSE,

Outside of the Primary and Preparatory departments, will be divided into work for five years. ELOCUTION AND COMPOSITION, SPELLING AND WRITING DRILLS WILL BE GIVEN THROUGHOUT THE WHOLE COURSE. Below will be found the five years'

### SCHEDULE.

#### FIRST YEAR OR SUB FRESHMAN.

## FALL TERM.

Spelling (Dict'y & Dinsmore's Spellers).  
 Reading (in History, Literature, etc.)  
 Geography (advanced).  
 Arithmetic (advanced).  
 English Grammar (advanced).  
 Physiology and Anatomy.

## SPRING TERM.

Spelling (Written Dict'y Exercises).  
 Arithmetic (completed).  
 U. S. History (advanced).  
 World's History (condensed).  
 English Grammar (Lecture, Analysis and Syntax).  
 History of Scotland.

#### SECOND YEAR, OR FRESHMAN.

## FALL TERM.

Algebra (begun).  
 Physical Geography.  
 Physics.  
 English History.  
 Latin.

## SPRING TERM.

Algebra (completed).  
 Chemistry.  
 English and American Literature.  
 Rhetoric.  
 Latin Reader and Composition.

#### THIRD YEAR, OR SOPHOMORE.

## FALL TERM.

General History.  
 Geometry (plane)  
 Zoology.  
 Civil Government.  
 Latin (Cæsar and Prose.)

## SPRING TERM.

General History.  
 Geometry (spherical).  
 Geology.  
 Book Keeping.  
 Latin (Cicero and Prose.)

## FOURTH YEAR, OR JUNIOR.

## FALL TERM.

German.  
Trigonometry.  
Mythology.  
Latin (Virgil and History.)  
French.  
Shakespeare.

## SPRING TERM.

German.  
Analytics.  
Botany.  
French. and Lectures.)  
Latin (Horace and Plautus ; Literature  
Surveying.

## FIFTH YEAR, OR SENIOR.

## FALL TERM.

German Classics.  
French Classics.  
Mental Philosophy.  
Evidences of Christianity.  
Pedagogy.  
Astronomy.

## SPRING TERM.

German Classics.  
French Classics.  
Moral Philosophy.  
Old Bible Studies.  
Commercial Law.  
Political Economy.  
Calculus.

In the foregoing schedule it will be noticed that Greek has been omitted from the regular course of five years. Though not required for the degrees, it will be taught whenever there is a demand for it ; but a fee of five dollars per term for instruction will be charged. We urge parents and guardians to insist upon the pupils taking a more extensive course than most of them usually take. Let them consult with you in planning their work for them. This is the only way to get satisfactory results. A Greek course of four years will be arranged if called for.

---

**EXPENSES.**

This year's Spring Term will begin January 9, 1893, and close May 31, 1893, making it a little more than a five month's term.

The Fall term, 1893, will open September 4th and close December 22, 1893, forming a term of four months.

	SPRING TERM. (5 Months.)	FALL TERM. (4 Months.)
Primary.....	\$ 10 00	\$ 8 00
Preparatory.....	15 00	12 00
1st, 2nd and 3rd Year, Collegiate	20 00	16 00
4th and 5th Year, Collegiate.....	25 00	20 00
Diploma fees.....	5 00	
Drawing, Crayon or Painting, &c.	30 00	25 00
Music (Vocal, or Piano or Organ)	30 00	25 00

We have placed our charges at the MINIMUM. Just a word here in regard to payments. A school to be a success financially, must be conducted upon business principles. Our institution has no endowment fund, and hence it becomes a necessity with us to require strictly CASH.

or bankable notes, in advance of each term. Where patrons fail to pay bills in advance, six per cent. will be charged at date of settlement from time the bill became due. Tardy debtors will please note this: They **MUST** be prompt. Our current expenses and teachers' salaries must come from tuition fees, and hence the necessity of this business rule, FROM WHICH, WE TRUST, NONE OF OUR FRIENDS WILL ASK US TO DEVIATE. Moreover, we hope none of our patrons will expect us to depart from the following: **Pupils, under no consideration, received for a shorter time than one term.** No apology is needed for this. It is simply another business necessity. Hence requests for same will be useless. Men who may think this exacting in school business would think it but the true basis in other business matters. We fail to see why an institution of learning should not be conducted on business principles.

In this list of expenses we have no extras for library fee, incidental fee, gymnasium fee, apparatus fee, laboratory fee, elocution fee, modern language fee, practice fee, harmony fee, piano fee, theory fee, culture fee, vocal fee, &c. Our charges are straight and plain and lower than are found even in those schools where those extra charges are so many and heavy that the *extras* are more than the regular tuition. We think our plan the right one. Do not be misled by low tuition and exorbitant extras.

The above in music includes instrument for DAILY practice for those who take two lessons, and three times per week for those who take only one lesson a week. We cannot commend our musical department too highly. It costs more money to get such teachers as Prof. M. H. Rector, but we believe our patrons will appreciate our efforts in their behalf in this direction.

---

## MUSIC COURSE.

### FIRST YEAR, OR PRIMARY.

Lebert & Stark's technical exercises.  
Czerny's first studies.  
Kohler op. 50.

### SECOND YEAR, OR PREPARATORY.

Lebert & Stark continued.  
Duvernoy op. 150 books, 1, 2 and 3.  
Loeschorn op. 65.  
Recreations.

### THIRD YEAR, OR INTERMEDIATE.

Lebert & Stark.  
Czerny's School of Velocity.  
Loeschorn op. 66.  
Kullak's preparatory octave studies.  
Recreations from Henselt, Mendelssohn  
and others.

### FOURTH YEAR, OR JUNIOR.

Lebert & Stark.  
Cramer's 50 selected studies arranged by  
Dr. Von Bulow.  
Kullak's seven octave studies.  
Bach's 2 and 3 voice inventions.  
Sonatas by Hayden, Mozart, &c.

### FIFTH YEAR, OR SENIOR.

Etudes by Chopin and Moscheles.  
Sonatas by Mozart and Beethoven,  
Selections from Weber, Rubinstein, Liszt.

The above is simply an outline of what is *capable* of being done by a *hard working* pupil who is musically disposed. It is rare that the work is done in the above time. And hence it usually requires at least six years to obtain a Music Diploma for *proficiency* and seven years for *Marked Proficiency*. We doubt if superior advantages in music are afforded at any literary institution in the state.

There will be opportunity for vocal drill for the **WHOLE SCHOOL** every morning at the opening chapel exercises of the college. We believe that more attention should be given to singing, and would suggest to our patrons and friends that they encourage their children in this direction. We open chapel services each morning with religious songs led by organ and organist and school choir. We shall use "Triumphant Songs" in chapel services, and each pupil will be required to have a copy. We shall confer a certificate of proficiency upon all who complete our music course as prescribed in our schedule of five or six years, provided they have made average attainment in other branches.

---

## COLLEGE HOME.

To our pupils from abroad we desire to say that the President of the school has erected, at considerable cost, a large and tasty residence near the campus of the college, which will furnish boarding facilities for pupils. In this the president and family live, and will surround with home influences all who are placed in their care. At least two or three of the teachers always reside at the College Home. The cost of board (including lights and fuel), is \$3 50 per week. All pupils will furnish their own toilet articles, napkins, one pair of sheets, pillow cases and blankets. Students may find good board also in private families in Albany at from \$10 to \$14 dollars per month. Officers of the school will at any time be pleased to assist such as desire to procure board, either in or near Albany. We desire to put our institution on a broad plane in this department. We know something of the privations generally incident to boarding pupils and the "traditional boarding school", and it will be our main aim to make their stay with us cheerful and yet as beneficial in all regards, as possible. Girls and young ladies will be free from many of the vicious influences incident upon crowded boarding schools and obsolete methods. We think we have learned many of the secrets of a successful management and healthful control of such matters, and would earnestly and honestly counsel parents to consult us before sending their daughters **ELSEWHERE** to *boarding* schools; and without disparagement to any, we hold ourselves ready to compare in all results, with any favored institution in the state. Let pupils supply themselves with umbrella, overshoes and winter wrapping.

## TEXT BOOKS

Are adopted by the President and Faculty and will not be changed during any scholastic year. Only one TEXT BOOK upon each subject is used, but students should bring all their text books for use as REFERENCE BOOKS. Few changes will be made, and these only when decided advantages will result. Parents and pupils are too often put to needless expense by an inconsiderate change in text books. We are working for the good of our patrons instead of for the text book drummers. We get a first-class text book and then keep it, so long as it gives satisfaction. We have searched through the book catalogues of all the leading text book publishers of the country, and have carefully examined each book before its adoption. We are confident we have as good, or the best obtainable. The books in parenthesis are reference rather than the regular text.

- Arithmetic*—Fickling; Olney; (Ray).
- Algebra*—Bowser; Schuyler; (Ray; Olney; Wentworth).
- Astronomy*—Young; Newcomb; (Steele; Loomis) Lectures.
- American History*—Montgomery; (Sheldon; Barnes; Hale).
- Book Keeping*—Rochester System.
- Botany*—Bessey; (Gray; Hough; Steel) Lectures.
- Bible Study*—White; (Haskins) Lectures.
- Business Law*—Weed; (Rochester Course).
- Civil Government*—Dole; (Mowry; Thorp; Northam; Martin; Young).
- Calculus*—Byerly; (Taylor; Newcomb)
- Chemistry*—Shepard; (Roscoe; Avery; Coit; Remsen; Steele).
- Evidences of Christianity*—Alexander; (Hopkins).
- English Literature*—Shaw; (Hawthorne; Kellogg; Swinton; Richardson; Morgan; Meiklejohn).
- English History*—Montgomery; (Berard).
- English Grammar*—Hyde; (Butler; Reed and Kellogg; Meiklejohn; Welsh).
- Elocution*—Hamill; Fenno; (Graham; Brooks).
- French Grammar*—Edgren; (Otto; Harrison; Keetels).
- French History*—Anderson; (Fontaine; Fenelon).
- French Dictionary*—Heath; (Spieries and Surennes).
- French Reader*—Keetels; (Warren; Super).
- French Plays*—Corneille; (Moliere).
- Geography*—Butler's complete; (Eclectic No. 2).
- Geography*—(Physical)—Maury; (Hinston; Cornell; Butler.)
- General History*—Sheldon; (Myers; Parley; Swinton).
- German Grammar*—Joynes; Meissner; (Otto).
- German Reader*—Joynes; (Otto; Whitney)
- German Dictionary*—Heath; (Whitney; Adler).
- German Literature*—Hosmer; (Gostwick; Harrison).



- German Plays*—Schiller's Tell ; Goethe's Faust.  
*Geometry*—Bowser ; (Chauvenet ; Newcomb ; Wentworth).  
*Geometry*—(Analytical)—Newcomb ; (Smith ; Loomis).  
*Geology*—Steele ; Winchell ; (Dana ; Williams).  
*Gymnastics*—Baron Nils Posse's Swedish System.  
*Greek Grammar*—Hadley ; (Curtins).  
*Greek Lexicon*—Liddell and Scott ; Autenreith ; Smith.  
*Greek History and Literature*—Mahaffey ; (Smith).  
*Greek Classics*—Xenophon ; Homer ; Herodotus ; Demosthenes ; Plato.  
*Latin*—Collar and Daniels' Book for Beginners.  
*Latin Grammar*—Harkness ; (Gildersleeve ; Madvig).  
*Latin Lexicon*—Kaltschmidts ; (Smith ; Harper).  
*Latin Classics*—Cæsar ; Virgil ; Cicero ; Horace ; Ovid ; Livy.  
*Latin Literature and History*—Allen ; (Bender ; Cruttwell ; Leighton ; Barnes).  
*Logic*—Hill's Jevon ; (McCosh ; Coppe).  
*Mental Philosophy*—Steele ; (Mohan ; Porter ; Haven ; McCosh ; Brooks).  
*Moral Philosophy*—Haven ; (Gregory) ; Lectures (Janet).  
*Mythology*—Berens ; (Edwards ; Dwight ; Murray ; White).  
*Music*—Excell's Triumphant Songs. (Sheet Music).  
*Penmanship*—Texts used by Public Schools.  
*Physiology*—Martin ; Lectures ; (Brown ; Hutchison ; Hunt ; Ras-siveiler Mills ; Brands ; Steele ; Smith).  
*Physics*—Gage ; (Steele ; Peck ; Ganot ; Olmstead).  
*Pedagogy*—Compayre's Lectures ; (White ; Radestock).  
*Political Economy*—Wayland Chapin ; Lectures ; (Denslow ; Walker).  
*Rhetoric*—Welsh ; (Hart ; Hill ; Gilmore ; Williams ; Clark).  
*Reading*—Texts adopted by the State.  
*Spelling*—Texts used by the State and Webster's Dictionary.  
*Surveying*—Loomis ; (Carhart.)  
*Shakespeare*—Expurgated Editions.  
*Trigonometry*—Chauvenet ; (Olney.)  
*Zoology*—Packard ; (Colton ; Steele ; Orton.)

The regular text book is written first and those used for reference are in parenthesis. Soule's *Synonyms*, Webster's *Dictionary*, The *American and Chamber's Cyclopedia*, and *Stedman's Library of Literature* are also some of our standards for reference.

---

## PRIZES.

It is not always true that medals or the prize system work out altogether satisfactory results ; but we shall encourage such rivalry

unless we see some evil accompaniments creeping into contests. Contests between those who attain a fixed grade in elocution, oratory, scholarship, &c., will be held. The contests will be held in the Methodist Church or College Chapel the closing evenings of school. A prize is also to be given by the President for highest grade scholarship in the grades above PREPARATORY. The contestants must have at least four studies. Must make for nine months an average grade of 80, or above, with a like record in deportment and attendance. It will be known as the Pritchett Scholarship Medal. The other medals (all gold) will be called *Rehearsal, Declamation, Oratory, Essay* Medals. These last will be purchased by charging a small admittance fee to the contests. Prizes in Music and Art will also likely be established.

---

## GOVERNMENT AND DISCIPLINE.

It is not our intention to establish a school where everything is to be done with military precision and in "Straight Jacket" style; but that does not imply that we shall not have our laws and rigidly enforce them. To have a successful school, order must be sustained, and there must be recognized rules enforced to sustain such order. We make no mere arbitrary demands. We take it that young people are reasonable beings and, whenever they permit, we shall treat them as such. We shall at any time gladly confer with parents or guardians in regard to the discipline or studies of pupils, but we trust that none will send us their children unless they are willing for us to arrange the studies of the pupils and control their conduct as seems best to us under the various circumstances. Parents must trust the discretion and impartiality of our corps of teachers and not expect exceptions made in favor of any one pupil. Rich and poor, old and young, intelligent and dull, at school, must share alike. It is the duty of every teacher to carefully study the mind of each pupil and then impart his instruction accordingly. We have tried to make this our life study and think we have been tolerably successful in this regard. In a large majority of cases, a good teacher should, and does know the mental need of a pupil better than even the parents. Our teachers are expected to be heartily in accord with our discipline and its full enforcement. They are expected to assist in every way reasonable to gain the results we outline in our catalogue, and if not to resign at once. We hold them personally responsible for order and neatness of their various rooms and in assisting in preserving order about the buildings and campus. We expect promptness and regularity of them and their aid in the enforcement of *every school law*.

Our discipline is rigid, but just and reasonable, and pupils who are willing to conform to our requirements are WELCOME—no other class of students need apply for admission. Our citizens will be glad to sustain us in any requirements made of our pupils, and hence there will be no clashing in our government. Order is one of our first principles and we exercise our judgment as to the most efficient means of preserving it. We insist upon prompt attendance upon all the exercises of the school; upon polite, orderly conduct of pupils to each other in and about the buildings; perfect respect and obedience to each teacher; studious attention to all lessons and duties of the school. All boisterous conduct about the buildings or in town or in private rooms is forbidden. All injury to the property or buildings must be promptly paid for by the injuring parties. The faithful observance of *study hours* is enjoined. No visiting during study hours permitted except upon express permission of the President. Swearing, drinking or gambling are so obnoxious and hurtful that participators therein will be summarily expelled without explanation.

All attendance at *pleasure* gatherings is prohibited except upon permission by the President; nor shall parents or guardians have any right to grant permission to infringe this rule. Such rules as are needed for the welfare of the school and pupil will be made and none other. At certain times college law will be suspended and the social side of pupils cultivated by permission into society social life.

We permit no use of tobacco in the buildings; no loitering in or about the buildings or stores of town; no useless gallanting and needless visiting; no attendance upon forbidden places of amusement. All absence and tardiness must be accounted for. Parents may assist by writing excuses for all absences.

We shall use the methods of government most likely to secure the best interest of the pupils and the preservation of general order in the school. We simply say it will be mild, firm, efficient, parental, practical and Christian.

It is not our custom, as many schools do, to take up pages of our catalogue in high flown eulogies upon each individual of our faculty; and in useless comments upon the subjects taught by them. Such things serve to fill up pages as well as the minds of unsuspecting hoped for patrons. We dispense with such and trust to the common sense of our readers. We shall employ all the teaching force that is needed to keep up our proposed high and important work.

Students are regarded as being truthful and honorable until their conduct proves that they are not. The discipline is firm, but never severe until demanded by circumstances. The indolent, the disobedient, and those inclined to take the control of things in their own hands, will find little here to please them. We beg that such may not be thrust upon

us. Parents who can not control their own children, are reminded that College is not a reformatory for the lawless. The Faculty can not undertake to supply the deficiencies of parental control and training. We can not nor shall we act as spies or play detective, though we shall do our best to win our pupils to love to study. We pledge parents that if any one can develop the truly manly and womanly in their boys and girls, we shall expend every energy of our being to do so in such a manner as may make them and us proud of their child.

Teachers must change classes promptly at the tap of the tower bell, and not consume more than two minutes in so doing. To this end lessons should be assigned at the beginning of the hour. Recitation will be forty-five minutes in length.

All pupils, upon entering our school, are required to sign their names in the Matriculation Ledger, thus indicating their cheerful subscription to all of our rules and regulations. When a pupil is expelled no tuition is refunded or deducted. We strictly enjoin close application and punctuality upon all students. Parents can aid us much in this matter. We wish to do your children good, and it is your duty to do everything in your power to assist us. Parents should also be eager to assist us in enforcing what is known among us as "Study Hours." Please send us no verbal messages through your children. It is sure to cause misunderstanding. Our several years' experience in teaching has fully convinced us that written communications are best where the parents themselves cannot communicate directly with us. We deduct nothing for absence of the pupil, except in cases of protracted illness of more than a month. When a pupil leaves school before the close of the term for any reason whatever other than the reason just named, we neither deduct nor refund the fees. A pupil when *suspended*, can only be reinstated by parent or guardian standing surety for the future conduct of the pupil, and then only when it is thought that the further connection with the institution may be of benefit, both to the student and the institution, as well.

---

## DIPLOMAS.

Our motto here is, "Education rather than Graduation." We believe that too much mere SHAM WORK is done in our PUBLIC SCHOOLS, our GRADED SCHOOLS, our HIGH SCHOOLS, our COLLEGES, and even in our UNIVERSITIES, and specially in our NORMALS. We do not expect to give any countenance whatever to any such work or workers. Every diploma given by us must mean something. We shall grant but three kinds, and these only to pupils of good moral standing in college, and under no Faculty censure.



The PH. B. DIPLOMA includes everything in the catalogue course, except Ancient Languages and Senior Mathematics. Instead of two years in French or German, a course of two years in Latin may be substituted. Music and Art of two years may also be substituted for German and French. Other substitutes may be made upon application to the President.

This Diploma is higher in its requirements than a great many Colleges require for their highest diplomas. A grade of at least 80 is required of all applicants for diplomas.

The degree of A. B. will be conferred on those who complete the entire College course, except Calculus. Greek is optional in all diplomas.

Of course it would be impossible for us to say exactly how long would be required for a pupil to complete these courses, as the capabilities of pupils differ so much. Yet we may state, approximately, that it requires an AVERAGE pupil about nine years to gain the Ph. B. Diploma. Most pupils could very profitably spend at least twelve years in going through our A. M. course. Too many quit school about four years too soon. Every graduate will be required to prepare an oration or essay, to be delivered on Commencement Day.

To pupils who have finished the Ph. B. course, with honor, the A. M. degree will be granted. It can only be obtained by Post Graduates, who pursue a one year's course under the supervision of the President, teaching such classes as may be assigned them and reciting in two special studies. No tuition will be charged such pupils, but a matriculation fee of \$5.00 per year. Music and art may be substituted for the two studies and no matriculation fee is then charged, but the art fees only. The A. M. degree will also be, upon due application, awarded any who, having secured the A. B. degree, have spent one year in such occupation as in the judgment of the Faculty and Board of Trustees has afforded ample opportunity for mental development of a large degree and good quality.

---

## OUR EDUCATIONAL PLATFORM.

Education is not a mind-cramming process; it is not a perfunctory memorizing routine; it is not the treatment of the mind as a vast reservoir to be filled with the myths and rubbish of the ages; it is not the completion of a prescribed course of study, with a view of obtaining a cheap parchment and scholastic honors (a popular passport with which to victimize the unsuspecting). It is none of these.



Education is, in the true sense of the term, a training, a development, a remodeling of the whole man, body, soul and spirit ; the correction of bad habits and the formation of good ones, whether of body or mind, or of the social and business relations ; the most potent agency for lifting humanity from a plane of sloth and vice to one of virtuous and useful activity. It is the bringing to bear upon of all the material and spiritual agencies and forces and motives which the Infinite Jehovah has ordained for his creatures. It is the ability to use, with power, all the elements which God has put into man.

All rational school training must recognize certain fundamental principles, among which may be mentioned the following :

1. No human mind has its duplicate. The individuality and idiosyncrasy of every student, must, therefore be recognized. The Chinese shoe process, of requiring all pupils to complete identically the same course of study, to have their minds cast in precisely the same mold, must be regarded as irrational in theory and impracticable in accomplishment. Hence our diplomas and certificates denoting varying degrees of attainment.

2. With the full recognition of the foregoing principle, instructors must ascertain and remember the relative value of different departments of knowledge ; must answer intelligently the question, " What knowledge is of most worth ?"

3. Since system and development are found in the economy of nature, they must be followed in the training of the human being. Some things naturally come first and some second in the order of importance. " One thing at a time, and that well," is to be matched with another maxim equally important, " Let everything be done DECENTLY AND IN ORDER."

4. Hence, that teaching is most rational and valuable which seeks and carries out most fully the system found in nature ; which establishes most thoroughly and naturally a harmonious connection between the efforts of the mind and the great domain of nature ; which brings the student most effectually into love with the word and works of God. Hence our N. B. at the end of this catalogue.

5. Schools cannot secure the same results on all students. They must commence with mental, moral and physical capital presented, and develop that to the highest extent of which it is susceptible.

6. So long as under our present economy, both boys and girls are born and live in the same family, society and church, so long should they be educated in the same school. Their separate training is unnatural and anti-republican, a vestige of the dark ages. It is detrimental to moral, mental, social and physical growth and purity, and should be speedily remedied. Each inspires enthusiasm and inspiration in the other. Hence this College is co-educational.

7. Unduly sectarian, sectional or partisan schools must, necessarily, be illiberal and dwarfing in their tendency, restricting the minds of their students to but one side of questions and checking the liberal growth which results from the full and impartial investigation of all subjects. Experience has abundantly proven that all shades of belief and opinion may be harmoniously and advantageously trained in the same school, and yet each teacher and pupil be free and untrammelled in his views and liberties. Ours is a Methodist College, but sectarianism and sectionalism are discouraged.

8. Thoroughness does not consist in completing certain text-books or courses of study, PAGE BY PAGE, PARAGRAPH BY PARAGRAPH, WORD BY WORD, LETTER BY LETTER, but in the full, complete and systematic mastery of subjects. It is the mastication, digestion and assimilation of mental food, strengthening the individual for vigorous THINKING, FEELING AND DOING. We do not advertise to graduate within a limited time as we can not be honest and do so.

9. Courses of study should be modern and practical in their character, an entire breaking away from the curriculums established during the dark ages and perpetuated by too many institutions of the present day. We flatter ourselves that we have in our curriculum found the golden mean between the extremes.

10. Schools should train young ladies and gentlemen for LIFE AS IT is ; should ascertain what the world needs in the various fields of activity; should work in harmony with the progressive spirit of the times, sending its students into the active world much sooner and more thoroughly qualified than during the days of sickles, flails, stage coaches, log school houses and churches. In short, our schools should, in the MATTER, METHOD AND RESULTS OF TEACHING, partake of the general progress which we see exhibited in the arts, sciences, and the business world, yet not be guilty of sham work.

Such are the ten basic principles upon which we found all our efforts in our chosen life-work. We try to live them and teach them. To these principles, closely followed out, we refer our success in our line of work. *Money making* is not our single aim ; but to benefit our fellows by helping in the development of their God-given faculties. It is our ambition to do nothing but honest, conscientious work, no matter whether enemies complain or friends applaud. No good, honest and faithful teacher ever fails to earn all he is paid. Too many teachers in too many ways degrade their own profession. We consider THE MINISTER, THE TEACHER, THE EDITOR, THE PHYSICIAN in the order named the most unselfish and largest benefactors of the human race.

## MISCELLANY.

*Lectures* will be arranged for the school and public. We shall secure the best talent obtainable for this purpose. Much may be gained by our pupils in this provision. We are sure the move will be fully appreciated by all concerned.

*Elective Studies*, covering the branches required to secure a teachers' state certificate will be assigned to those who request it in order to prepare for examination as teachers. The pupils who have in other towns been prepared for teachers by the President have stood without superiors in their examinations for certificates. We may denominate this department the Normal Course.

*Our Business Course* will be pursued in the regular curriculum; but when the Book-keeping, Commercial Law, Advanced Arithmetic, Penmanship, Civil Government, Political Economy and School Law are completed we will grant a business course certificate.

*Sessional Reports* will be sent parent, guardian or pupil at the end of each term. These will be made out on printed slips, and the report will indicate the advancement and proficiency made as gained from examinations and sessional standing. These reports will also contain information as to deportment, and attendance, and general bearing, as well as grades on Elocution, Composition, Art, Music, &c. We ask strict attention to these semi-annual reports.

### SCALE OF DEMERITS.

Tardy to Chapel or Recitation.....	2
Absent from Chapel or Recitation.....	5
Unexcused Failure in Declamation or Composition.....	8
Unexcused Failure in Recitation ....	4
Disorder, Owing to the Gravity.....	5 to 150

Pupils whose demerits reach 150 during one term will be dismissed.

The above schedule applies mainly to college students in one of the five college years. We may resort to other methods for lower classes.

---

## TO WHOM IT MAY CONCERN:

(TO THE CHURCH ESPECIALLY.)

After an experience of several years in different Colleges, together with an extensive and interested observation of the working of what are

known as our leading Western Colleges, I am profoundly convinced that the most imperative demand in our whole educational system is a grade of schools that shall not only connect in some satisfactory way what is known as our "common school course" and the regular college or university curriculum, but at the same time furnish a good college education and training. I do not speak all that MIGHT be justified when I say that three fourths of the work done in our best institutions—those having real endowments and competent faculties—is of no more than a preparatory character. Nor is this the worst feature of the case. For after an observation of this thing for several years I cannot notice that the matter is being bettered but evidently grows worse. Others are pretending to do *only* college work. Not that too much college work can be done—that were impossible—but that under the witching of a NAME many are PRETENDING to do that for which they have neither the capacity nor the faculties for doing, while they neglect the FUNDAMENTALS, thus teaching our people to educate upon a narrow and insufficient basis, and subjecting our church systems to unfriendly comparison with other systems. Our aim is to do full work from the Primary to Senior year in College.

Catalogues, in this day and age, are too often found following in the wake of circulars and dodgers which aim to represent or rather MISREPRESENT MERE MONEY MAKING INSTITUTIONS. Such schools only mislead and damage institutions trying to do HONEST and HONORABLE WORK. Such catalogues are but EXAGGERATED EXPONENTS of the schools from which they go. We only put BARE STATEMENTS and ask further and fuller investigation by our patrons and friends. We only ask for an honest and careful comparison of our proposed work with the work of any other kindred institution in the state. We challenge such a comparison from any source. We believe we have a noble mission and expect to fill it if those who know what an education means will assist us in our work. We ask Gallatin District for an answer along this line.

Our location, as has been said, is altogether desirable. Our buildings and grounds are ample and inviting, and I have associated with me a strong corps of teachers, able and willing to do the work—and to do it thoroughly. Our ambition is not only to FIT pupils for colleges and universities—we are ambitious to do this well—but also to furnish a thorough, practical education to those who do not, for any reason, take a thorough college course. We aim also to give our church the benefits of college training and facilities at home without a great and useless expenditure of money in going abroad.

Education is the most popular sentiment of the present day. It has been wisely called the "corner stone of state," and the "safeguard of free institutions." Its necessity as a preparation for successful work in life is acknowledged by all. But the training of the mind forms the basis of true education. If IT be left in darkness and ignorance, there is little hope for the MAN among the intelligent workers of our times.



The development of mind is dependent upon certain laws, and in the work of education these must be obeyed. To train the mind properly, it is necessary to call forth all its faculties and exercise them all in their natural activities. There must be a generous ingathering of information; there must be careful instruction by trained teachers; there must be a HIGH MORAL SENTIMENT cultivated, and above all, THERE MUST BE TIME FOR REFLECTION AND ASSIMILATION—students thinking, reasoning and judging for themselves. Let parents and patrons not be anxious to hurry the student through a course. It does not pay. Read *Our Platform*.

We propose to place the college ahead of any other school in this part of the state. We do not propose to do this by a contemptible system of *drumming* and *begging* and *button-holing* parents and pupils. That is beneath the *dignity* of a representative of a *decent* school; but we only ask that those who contemplate sending their sons and daughters to school, will carefully read our methods and advantages as fairly given in this *Annual*; talk to any of our past patrons; and then deliberately make up your minds about the school. We simply ask to be judged by our fruits.

We aim to be *Christian*, in that the *Bible* is not only read and studied as a part of the daily routine of school duty—but also its moral precepts and religious principles are inculcated and enforced in all the relationships of the school. *Co Educational*, in that our *daughters* are furnished, under auspices akin to those of the family—God's oldest and best institution among men—equal facilities with our *sons* for acquiring all that is essential in *an education*. The refinement of such association is manifest.

We express our gratitude to those of our friends who stand by us in defense of the principles we have enunciated, and express the hope that the day is not far distant when every school will be compelled to stand upon the merit of the work done within its walls.

We are willing and desirous that our pupils shall be the indexes and exponents of the work we can do in the College. These are they who can and should speak in stronger terms than the officers, teachers or agent possibly could. Any of the business firms of the town will supply friends with catalogues.

With these facilities, with our course of instruction as high as that of any similar institution in the state, with a corps of practical, experienced and zealous teachers—specialists—with our standard of discipline as high as the best, with our charges as low as expenses will permit, with an ambition to benefit our county, our town or district, our state and humanity; with charity and good will to all *honorable* competitors who are working to the same end with ourselves, and with contempt for those who *disgrace our high profession*, we gladly send forth this greeting to those seeking a place to educate their children. We assure you that no



effort will be spared to make this College equal to its chosen work of qualifying the young by high physical, intellectual and moral culture, for usefulness in any position or station which, in God's providence, they may be called to occupy. Our motto will always be—plain habits, close study, moral conduct, mental discipline and most complete and thorough culture in all things. We wish to lay down our platform for all—"Teach, learn or leave." We do not demand that students dress in uniform, yet we encourage strict economy in the matter of dress.

For any further information than is herein contained, address any of the officers of the school, the agent or the President. Persons desirous of seeing the President in person will be visited if they will drop a postal card signifying such desire. We shall be glad to correspond with and visit all who wish it.

It is our purpose to visit every charge in the bounds of Gallatin District during the summer of '93. We wish to become acquainted with our people and they with the College.

W. H. PRITCHETT,

*Paynesville, Pike Countp, Mo.,  
or Albany, Gentry Co., Mo., after January, 1893.*

N. B.—We are spending time and money trying to fully equip our Science department with outfits and apparatus and specimens by which to illustrate the Natural Sciences. We desire to hereby request friends of the College to help us in doing something in this line by donations of any interesting objects of nature that may come in their way—such as rocks, shells, stuffed or alcohol specimens, minerals, etc., etc. These things cannot be readily purchased, hence we must depend upon individual efforts for our supply. We ask to be remembered by friends in this matter. We hope, also, that ministers will collect books for the College library.





3 0112 105752163

## YEAR'S SCHEDULE. 1893.

SPRING TERM BEGINS. ....	JANUARY 9
ANNIVERSARY CONCERT .....	FEBRUARY 24
TERM RHETORICAL .....	MARCH 17
EXAMINATION WEEK .....	MAY 22 TO 26
ART LEVEE ....	MAY 26
BOARD OF CURATORS MEET .....	MAY 27
COMMENCEMENT—RHETORICAL .....	MAY 26
COMMENCEMENT SUNDAY .....	MAY 28
DECLAMATION CONTEST .....	MAY 29
REHEARSAL CONTEST .....	MAY 30
COMMENCEMENT DAY .....	MAY 31
FALL TERM BEGINS .....	SEPTEMBER 4
TERM RHETORICAL .....	OCTOBER 27
THANKSGIVING CONCERT .....	NOVEMBER 30
FINAL RHETORICAL .....	DECEMBER 22
INTERMEDIATE EXAMINATIONS .....	DECEMBER 20 TO 22
CLOSE OF FIRST YEAR. ....	DECEMBER 22